REPORT RESUMES

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REVISED INSTRUCTIONAL PROGRAM FOR "SLOW-LEARNERS" TO IMPROVE THEIR JOB PLACEMENT OPPORTUNITIES, A THREE PHASE STUDY.

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MEDFORD SCHOOL DISTRICT NO. 549C, OREG.

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THIS LONG-RANGE RESEARCH EFFORT INCLUDED THREE PHASES--(1) THE IDENTIFICATION AND ANALYSIS OF THE CAPABILITIES OF SLOW LEARNERS AND DETERMINATION OF AVAILABLE JOBS AND SKILLS REQUIRED, (2) A REVISION OF THE HIGH SCHOOL CURRICULUM TO MEET THE NEEDS OF THIS GROUP, AND (3) FIELD TRIALS AND DEMONSTRATIONS. THE FIRST TWO PHASES INCLUDED A COMMUNITY SURVEY OF JOB OPPORTUNITIES, THE ORIENTATION OF BUSINESS AND INDUSTRIAL REPRESENTATIVES, AND THE REVISION OF THE HIGH SCHOOL CURRICULUM. ALL STATE DEPARTMENTS OF EDUCATION WITHIN THE CONTINENTAL UNITED STATES, VOCATIONAL SCHOOLS, MAJOR COLLEGES, AND MANY PRIVATE AGENCIES WERE CONTACTED AND BOOKS AND RESOURCE UNITS WERE EXAMINED TO GAIN INFORMATION ON THE CURRICULUM MATERIALS AND METHODS FOR TRAINING THE SLOW LEARNER. A TOTAL PROGRAM SEQUENTIAL DEVELOPMENT WAS DETERMINED TO MEET THE NEEDS OF ALL STUDENT LEVELS WHILE INTEGRATING VOCATIONAL AND GENERAL EDUCATION AT THE SECONDARY LEVEL. COUNSELORS AND DEANS IDENTIFIED 244 STUDENTS IN GRADES EIGHT, NINE, AND 10 TO TAKE PART IN THE PROGRAM. A LIST OF 2,174 LOCAL JOB PLACEMENT POSSIBILITIES WAS COMPILED. DURING THE 1966-67 SCHOOL YEAR, 21 SLOW LEARNERS WERE PLACED ON LOCAL JOBS. POST-HIGH SCHOOL CLASSES FOR DROPOUTS, AND ADULT BASIC EDUCATION COURSES HAVE BEEN OFFERED SINCE 1965. PHASE III WAS TO INVOLVE FIELD TRIALS AND DEMONSTRATIONS BUT WAS AFFECTED BY A DECISION OF THE U.S. OFFICE OF EDUCATION NOT TO FUND CONTINUATION PROGRAMS IN THE SCHOOL YEAR 1967-68. THEREFORE, COMPLETION OF THE PROJECT WAS DELAYED BY AT LEAST 2 YEARS. THE APPENDIX INCLUDES AN OUTLINE AND FLOW-CHART OF THE TOTAL PROJECT. (EM)

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FINAL REPORT
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REVISED INSTRUCTIONAL PROGRAM FOR "SLOW LEARNERS" TO IMPROVE THEIR JOB PLACEMENT OPPORTUNITIES: A THREE PHASE STUDY

June 30, 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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REVISED INSTRUCTIONAL PROGRAM FOR "SLOW-LEARNERS" TO IMPROVE THEIR JOB PLACEMENT OPPORTUNITIES: A THREE PHASE STUDY

Project No. 5-0063
Contract OE5-85-010 (1965-1966
Grant No. 4-6-002151-2151 (1966-1967)

Jack Sutton
Research Director

June 30, 1967

The research reported herein was performed pursuant to a contract and grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Medford School District No. 549C
Medford, Oregon

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INTRODUCTION

In this long-range, three-phase study, the gainful employment potential and social adjustment needs of "slow learners" is being determined through an analysis of their capabilities and deficiencies. Identification and categorization of jobs within the community as are suited to the capabilities of "slow learners" is being determined by a community survey. Interviews with business men having job opportunities for "slow learners" are providing data to indicate the specific training deemed by the business community to be necessary in preparing "slow learners" for local jobs.

All of the above factors have been considered in the assembly of a curriculum especially designed to prepare the "slow learners" for gainful employment while, at the same time, meeting state requirements for graduation from a standard high school.

This pilot program differs from commonly accepted practice as follows:

A. Establishment of a curriculum especially designed to meet the needs of "slow learners" with special groupings established within academic areas, taught by teams of teachers in specified blocks of time which would vary from the one hour per day per subject now followed.

B. Election of non-academic subject will be guided by counselors in accordance with the potential of the individual "slow learner" as correlated with job opportunities for "slow learners" in the community as established by the total study.

C. Homogeneity within academic and non-academic courses with a basic purpose of preparing the student for specific job opportunities as established by the study, and training him in the knowledge and skill necessary to meet requirements of jobs as established by employers.

D. Establishment of a job placement service to assist the "slow learners" in locating jobs within the community.

E. Establishment of the curriculum in adult education night classes to make this training available to previous dropouts.

Most research previously available in this general area of concern refers to one of the three types of investigations: (1) prevention of, or placement of, high school dropouts (2) provision for socially deprived youngsters (3) distributive education or high school-work study programs. Specific details of such programs are contained in Medford's Progress Report concerning Phases I and II (submitted March 31, 1966).

The Medford study deals with a significantly different dimension. The youngsters involved are not necessarily potential dropouts, nor socially deprived; neither do they necessarily need high school-work study programs for income or motivation reasons. What these youngsters do need is a full time high school program that will prepare them for productive vocational opportunities suited to their capabilities. The completed study will provide scientifically valid information about the preparation and placement of this segment of our population. It will begin to fill this particular void that now exists in basic and applied research.

PROBLEM

The initial preparation, optimum job placement, and continued training of "slow learners" for productive employment is a formidable problem in most comprehensive high school programs and local communities. For purposes of this study the "slow learner" is defined psychologically as an individual having an indicated intelligence quotient falling within the range of 75 to 89 with similarly retarded mechanical and technical proficiencies. The Dictionary of Education further describes this individual as one coming within the group existing between the average and mentally deficient levels of intelligence and who is sufficiently inferior to the average group to warrant special education provisions. He is particularly prone to drop out of high school when his interest wanes and difficulty with studies increases. Small communities of 25,000 population and less find it difficult to provide adequate special programs in the secondary school for this group of students.

The number of unskilled jobs available today has reportedly decreased one-half in the past decade, whereas the "slow learner" segment of our total population has remained proportionately the same, and yet is much larger due to natural increase in population. The emphasis in job preparation appears increasingly to be upon training technicians, skilled craftsmen, and semi-skilled workers. As total population increases with proportionate increase in the numbers of "slow learners", the problems of preparation, job placement, and continued training for this group compound themselves.

The education of the "slow learner" assumes growing importance in light of the increasing need for skilled workers. When the course of instruction in American public schools, especially in the high schools, was organized and planned for that small group of the school-age population headed for college, "slow learners" were an undifferentiated group. They remained in school until they reached legal-leaving age, and entered the working force usually as unskilled laborers, for which the demand was large. We now recognize that there are many reasons for a slowness to learn, as well as degrees of mental retardation. In addition, it is recognized that the "slow learner" can lead a socially useful and personally satisfying life, but there is less room at the bottom for employment. Unskilled labor is a constantly shrinking segment of the labor force.

A thorough investigation to exactly plot the maximum placement potential for "slow learners" during the next decade must be considered as a part of the total curriculum planning by all school districts of the nation. Changing vocational and employment trends (i.e.,: the continued increase needs of expanding service occupation areas, etc.) must be charted for constant updating by a school placement service.

This non-academic and often mechanically inadequate group of workers is compelled to compete with the more intelligent, the more proficient, and generally better qualified workers for jobs in an increasingly competitive labor market. The "slow learners" group marries, has children, and requires the same material needs as any other family. The numbers of such families subsisting on temporary employment, unemployment compensation, and welfare aid for much of the year comprise a severe drain on national, state, and community resources. The loss in material productivity and the enervating effect of continuing reliance upon welfare assistance are staggering in their total and growing impact upon our national economy.

RELATED RESEARCH

The extensive research effort expended by Medford School District #549C in Phases I and II of Contract OE-5-85-010 and Grant OEG 5-6-002151-2151 are included in this review and analysis of literature. Data presented has been compiled from the areas of education, labor and industry, and is prefaced by the terms of the original contract proposal as submitted to the U. S. Office of Education and approved for funding in 1965.

PHASE I, OBJECTIVE A (Page 15 of original pilot program proposal)

"To prepare an analysis which will provide a better understanding of the capabilities and deficiencies of "slow learners" indicating desirable attributes suited to eventual employment and resulting in a categorization which will provide an accurate description of the individual's qualifications."

All state departments of education within the continental limits of the United States and approved vocational schools were contacted by letter to request their curriculum guides used in the education of slow learning students. In many instances, these letters were redirected to retarded youth or vocational rehabilitation programs sponsored by the individual state. Much of the material gained from this contact was utilized in Phase II, Objective A of Medford's program concerned with "Scope and Sequence of Basic Studies for Slow Learners". (Submitted to the U.S. Office of Education in quarterly report of September 1, 1966.)

All major colleges in the United States were contacted for latest developmental programs in the area of the "slow learner".

All books and resource units available from publication lists were examined and synthesized. The basic content of those items most useful and applicable will be included in the final report to be prepared at the close of the field trial and demonstration phase.

Many private agencies including the Goodwill Industries, Inc. were approached for their findings. The latter group provided some data which was further explored by Medford to determine secondary disability effects upon learning capacity.

In a Title I program entitled "Community Study Halls for Educationally Deprived Youth", a budget item to determine the unmet health meeds of under-priviledged students was included. The results of this investigation will be incorporated in the final report. This program is being continued under district support for the school year 1967-1968.

Considerable data was gained on aptitude and manipulative skill testing programs employed by schools and agencies and is included in Medford's Progress Report dated March 31, 1966.

Student selection and testing research results are detailed in Phase I, Objective E (page 9)of this proposal .

PHASE I, OBJECTIVE B (Page 16 of original program proposal)

"To conduct an industrial and business survey to identify, categorize, and prepare job descriptions and related training needs of jobs within the business community as are found suited to the 'slow learner'".

On the local level, current lists of business establishments were compiled and entered on individual index cards. The completed listing contains 2,174 employment placement possibilities with names determined (personal contact or letter of inquiry return) of potential employer contacts. This file is being constantly up-dated as the program progresses to allow speedy identification of those individuals to be recontacted when program enters execution stage.

Form letter "C" (initial contact letter to employers, see appendices) was modified to its present form after fourteen preliminary interviews had established its validity. This letter with a postal numbered self-addressed envelope was forwarded to each of the firms listed in our card file. This letter procedure was employed to prevent an unnecessary expenditure in return mailing costs.

Form "D", structured interview guide, was refined by approximately 30 contacts to determine that alterations should be made from that unit appearing in our initial proposal (see appendices for sample). Response to our form letter exceeded the normal national average (usually one fourth return) by approximately 5%. All of the firms answering (as well as 2/3 of those who failed to return inquiry forms) have been personally contacted by the Project Director and the resultant individual interview form filed in the index card listing. Specific jobs determined by these interviews have been added to the card file with the dictionary of occupational title code, where same can be determined. With the close of the second year's operation, more than 1,500 possible employers will have been contacted on an individual basis. All data has been assembled for data processing (see Appendix for procedures)

Since this program should establish directional guidelines for vocational training beyond the immediate needs to include potential job placements in an expanded economy through the next decade, letters of inquiry to determine hiring practices outside of Southern Oregon were sent to some 2,000 personnel relations directors of major firms throughout the United States.

This latter survey was aimed at identifying the current use of screening procedures and pre-employment such as aptitude, mental alertness, personality, etc. Answers have been received from approximately 40% of the firms contacted. The answers ranged from completely non-sympathetic attitudes (only two, however, could be so classified) to detailed descriptions of company participation in slow learner training programs. Nearly all firms praised the Medford effort and indicated they could or do make use of lesser achievers in some occupational areas.

Data from personnel directors indicates that Labor's efforts to upgrade the qualifications of applicants for the trades could present a major problem if an effort is not expended to "sell" the capabilities of the upper range of "slow learners" to the unions.

The research pin-pointed a crucial need for properly oriented counselors whose backgrounds include industrial personnel direction as well as pure academic preparation. Medford is currently in the process of seeking further information in this area. The actual jobs determined as currently existent by the Medford local survey reveals an adequate supply of placement opportunities for in-school and post high school "slow learners". A chart of this finding will be found in the appendices.

Additional preliminary investigations of potential "slow learner"student on-the-job problems are now in progress through Medford's work experience and NYC programs.

PHASE I, OBJECTIVE C (Page 17 of original pilot program proposal)

"To develop an effective program of business and industry orientation and education as to acceptable qualities of "slow learners" for certain types of jobs."

This objective necessarily overlaps Objective B. It includes the final preparation and issuance of instruments shown on Attachment C and D of the contract. Both of these instruments were refined by actual in-the-field operation and have now been submitted as final.

The research letter contact has included an investigation of similar questionnaires employed in surveys conducted elsewhere in the United States to gather similar information.

PHASE I, OBJECTIVE D (Page 17 of original pilot program proposal)

"To establish a job placement service for "slow learners" and relate it to the regular high school guidance program with similar placement service for past school dropouts in this category, functioning as an integral part of the school district's adult education program."

A specific placement office will be established in the new high school facility in the office of the director of adult education which will combine current services now offered by the counselors, D.E. coordinator, and work experience director.

PHASE I, OBJECTIVE E (Page 18 of original pilot program proposal)

"To develop a procedural guide that includes suggested sequential steps to follow and tested instruments to use. Their utilization can assist other school districts of the nation to achieve identification of jobs suited to the "slow learner" segment of population existent in most communities.

This objective was the first pursued in our program. Two hundred and forty-four students in grades 8, 9, and 10 were identified as candidates for the program by counselors and deans. A terminal student survey form was given to the deans and counselors which called for the variety of test results obtained by conducting the California Test of Mental Maturity in establishing present GPA and accumulative GPA data which were added to counselor comments concerning each student involved, (see appendices). Before concluding this testing program, it was decided to contact the personnel directors of major firms in an effort to determine national standards concerning employment requirements and test procedures employed by said firms.

This latter investigation revealed that the Wonderlic Test is most commonly used in general industrial and commerical screening procedures. On the local level it is used by the U. S. National Bank, Minnesota Mining Company (now are in the process of completing their new 3M plant here), the Caterpillar Tractor Company, Household Finance Corporation, and others within the service area coverage of Medford School District #549C.

The EM form of the Wonderlic Test which most closely resembles Form I used by many local employers will be made a part of the total testing procedure to be employed in the program.

PHASE II, OBJECTIVE A (Page 20 of the original pilot program proposal)

"To improve the program for "slow learners" within the high school curriculum so as to enable these individuals to cope more effectively with the expectations of jobs identified as being appropriate to their capabilities."

With exception of the occupations information areas for pre-employment classes, very little has been done nationally to alter the prime subject areas of curriculum to meet adequately the needs of the "slow learner".

Material gathered from investigation of this area was utilized by members of the committees preparing "The Basic Scope and Sequence for Slow Learners" during the summer months of 1967. These curriculum guide lines have been placed in the hands of teachers for actual classroom trial during the current school year and will be refined in meetings throughout the remainder of this semester and the following.

PHASE II, OBJECTIVE B (Page 21 of the original pilot program proposal)

"To develop a more effective post high school educational program to meet the needs and maintain on-the-job effectiveness of the 'slow learner'."

Since the fall of 1965, evening classes for dropouts have been offered by the Medford schools. The course outlines employed are designed to cover only the basic essentials customarily required for high school graduation. Due to lack of sufficient enrollees, only a few of these have been carried to completion and the district has devised new courses aimed specifically at general education development preparation, which enables the dropout student to obtain a GED high school diploma. The latter classes are well attended and details of this program will be included in our final report.

In addition to the above offerings, Medford has established in its adult basic education series courses in Citizenship, Basic Reading and Writing, and the Building of Emotional Strengths within the Family.

An advisory Committee from labor and industry is being formed to assist in continued curriculum development within the framework of the job placement service. This group will be functioning prior to the placement of "slow learners" in local jobs.

PHASE II, OBJECTIVE C (Page 21 of the original pilot program proposal)

"To develop a procedural guide that includes suggested sequential steps to follow and tested instruments for utilization in other communities of the nation to achieve identification of jobs and desirable curriculum changes suited to the "slow learner" segment of population." Preliminary work in this objective will be completed during the summer of 1967. Final draft will be completed in this Phase III.

SUMMARY OF LONGITUDINAL RESEARCH CONDUCTED

To provide basic data regarding learning skills of the slow student, a detailed investigation was made into national programs for the mentally retarded. From this research, Medford has established a new vocationally oriented program completely coorelated with the slow learning student effort (see progression chart in Appendix).

As indicated in this unit (page 8), the need to orient counselor staffs vocationally has been examined in considerable detail. A total program sequential development has been determined by Medford to meet more adequately needs of all student levels while simultaneously integrating vocational education with general education at the secondary level (see progression chart in Appendix).

During the current school year (1966-1967), 21 students in slow learner range were placed on local community jobs. Results has proven that job selection to date is established at a level well within student performance capabilities.

Six teachers in grades 7 through 11 have utilized the basic scope and sequence guidelines as submitted in this research and their reports will be evaluated for change recommendations by the Advisory Committee completing the basic slow learner curriculum during the summer of 1967.

OBJECTIVES

The objectives of the long-range research effort in connection with the training and employment of "slow learners" were separated into three phases. The specific objectives of this phase are: (1) an analysis of the capabilities and deficiencies of "slow learners" to provide an accurate description of the individual's job opportunities and to prepare job descriptions suited to the "slow learner" (2) the development of a program of business and industry orientation and education regarding the value of training "slow learners" for jobs for which they can qualify (3) the establishment of a job placement service for enrolled "slow learners" and past school dropouts in this category (4) the development of systematic procedures and instruments which can be tested and utilized in other communities of the nation to achieve identification of jobs suited to the "slow learner" segment of population.

The long-range research includes three major phases: Phase I, identification and analysis of the capabilities of "slow learners" with regard to jobs available and skills required: Phase II, a revision of the high school curriculum program to meet more adequately the needs of this group; Phase III, field trials and demonstrations. The phases are placed in this chronological order because revision of the curriculum will be based upon analysis of capabilities of the "slow learner"; while field trials and demonstrations must follow the development of the procedures and instruments which will incorporate the findings of the total research.

The first and second phases of this research proposal are in operation concurrently, although they did not begin simultaneously. Phase II, concerned with curriculum change, did not begin until results establishing a generalized group potential for the "slow learner" had been established. This phase began approximately five months after the beginning of Phase I. From this point, however, Phases I and II have been in operation concurrently. The third phase concerns field trials and demonstrations to test the effectiveness of the procedures and instruments developed. This phase must be delayed until research is completed in Phases I and II, and procedures and instruments have been determined.

The total study was originally conceived as encompassing a three-year period with the first year particularly devoted to Phase I, the community survey of job opportunities for the "slow learner" group, the orientation-education of business and industry representative, and, in Phase II, with curricular change. The second year will emphasize job placement for individuals with follow-up supervision and related training, and the continuance of curricular change. The third year will be devoted to field testing and demonstrations. The school district will then continue the program with its own resources.

RELATED LONGITUDINAL OBJECTIVES

The research has revealed a need to compile properly occupational codings and job descriptions for all student capabilities by identifying specific occupations in the community (not only in slow learner area). This work must be completed before the placement office begins operation in the fall of 1967 to allow truly effective employment services.

All pertinent data concerning job clusters (occupation families), including materials released by H.E.W., must be incorporated in the planned curriculum before September, 1967. This will be accomplished through Small Contract funds for which application was submitted April 13, 1967.

To stimulate efforts of commercial printing houses in production of usable classroom materials written at interest and reading level of slow learning students, the Advisory Committee has established direct contact with representatives of the nation's prime textbook publishers.

EVALUATION

An Evaluation Team, with two representatives of Medford Public Schools, two from the State Department of Education, two from business and industry, and including one or more consultants, will use criteria of the type mentioned below to make value judgments concerning the progress of the program. This Evaluation Team will be selected by the Advisory Design Committee, and its findings and recommendations will be a part of the final report. The development of an evaluation instrument, with procedures for its use will be included in the 1968 summer work schedule.

Evaluative criteria developed by the Advisory Design Committee before the study begins, will be used to assess the information provided by the data collection and analysis procedures given below. Examples of such criteria, providing they are adopted by the Advisory Design Committee, may be posed in question form as follows:

A. Did the various tests, sketches, and questionnaires provide adequate information regarding the capabilities of "slow learners" and desirable attributes suited to eventual employment?

B. Was a generalized group potential clearly delineated?

C. Was the community survey sufficiently broad?

D. Has a climate of acceptance for the "slow learner" been established in the business community, and an appreciation of his capabilities been developed?

E. Is the job placement service operating satisfactorily?

F. Has the program resulted in:

   1. An apparent decrease in dropouts in this group?
   2. An upgrading of employees with skills or abilities beyond the potential of the "slow learner", thus releasing more jobs for the "slow learner"?

G. Is the curriculum change taking place at a rate commensurate with the requirements of the program?

H. What evidences are there that the experience is meaningful to the "slow learners" themselves? Such criteria, as the following, will be applied:

(1) Attendance rate at school.

(2) Improvement in quality of school work as measured by teacher grades.

(3) Improvement in retention rate.

(4) Improvement in number of discipline referrals.

(5) Personal satisfaction with school work.

(6) Length of time it took for job placement.

(7) Personal satisfaction with job.

The revised program will be evaluated to test its effectiveness:

A. Through Standardized testing.

B. Through teacher opinion.

C. Through opinion of students taking the post high school training.

METHODS, RESULTS AND DISCUSSION

Methodological details and resultant determinations have been included in the foregoing portions of this report. Specific time schedules, procedural data, plant facilities, paradigms, etc. are contained in the Appendix of this unit.

CONCLUSIONS AND IMPLICATIONS

Final conclusions must necessarily be determined by field trials and demonstrations.

Since continued funding of this program depends completely upon local resources (due to Office of Education decisions to not fund continuation programs in school year 1967-1968), final completion of this project will be delayed by at least two years.

SUMMARY

The objectives of ~~the~~ this long-range research effort related to ~~in connection with~~ the training and employment of terminal secondary students ~~(those whose formal education terminates with high school)~~ were separated into four phases: (1) an analysis of the capabilities and deficiencies of terminal students to provide an accurate description of the individual's job opportunities and to prepare suitable job descriptions, (2) the development of a program of business and industry orientation and education regarding the value of training of terminal students with varying abilities to hold jobs for which they can qualify, (3) the establishment of a job placement service for enrolled terminal students and past school dropouts, and (4) the development of systematic procedures and instruments which can be tested and utilized in other communities of the nation to achieve identification of jobs suited to the terminal student segment of population.

The total research included three major areas: Phase I, identification and analysis of the capabilities of terminal students with regard to jobs available and skills required; Phase II, a revision of the high school curriculum program to meet more adequately the needs of this group; Phase III, field trials and demonstrations. The phases are placed in this chronological order because revision of the curriculum has been based upon analysis of capabilities of the student; while field trials and demonstrations must follow the development of the procedures and instruments to incorporate the findings of the total research.

The total study encompassed a two year period with the first year particularly devoted to Phase I, the community survey of job opportunities, the orientation-education of business and industry representatives. Phase II was concerned with curricular change. The demonstration years will emphasize job placement for individuals with follow-up supervision and related training, and the continuance of curricular change.

APPENDIX

APPENDIX A

RESEARCH ON "SLOW LEARNERS" -- (A Long-range Paradigm)

PHASE I

DECEMBER 15, 1964 PROPOSAL TO
THE U.S. OFFICE OF EDUCATION

IDENTIFICATION AND ANALYSIS OF THE CAPABILITIES OF "SLOW LEARNERS" WITH REGARD TO JOB QUALIFICATIONS →

A. GENERALIZED GROUP POTENTIAL AND SPECIAL INDIVIDUAL QUALIFICATIONS.

1. APTITUDE TESTS.
2. PERSONAL-SOCIAL INVENTORIES.
3. MANIPULATIVE SKILLS TESTS.
4. AUTOBIOGRAPHICAL SKETCHES.
5. ACADEMIC AND WORK RECORDS.
6. QUESTIONNAIRES.
7. TABULATION OF INDIVIDUAL AND GROUP CAPABILITIES.

B. INDUSTRIAL AND BUSINESS SURVEY.

1. PRELIMINARY SURVEY.
2. BUSINESS QUESTIONNAIRE.
3. QUALITATIVE INTERVIEW.
4. CLIMATE OF ACCEPTANCE.
5. GUIDELINES FOR JOB PLACEMENT.
6. DATA COLLECTION FOR PHASE II.

C. ORIENTATION AND EDUCATION OF BUSINESS COMMUNITY.

1. STRUCTURED INDIVIDUAL AND GROUP INTERVIEWS.
2. BROCHURES FOR BUSINESS.
3. TALKS TO BUSINESS, CIVIC, SERVICE AND FRATERNAL GROUPS.

D. ESTABLISHMENT OF JOB PLACEMENT SERVICE.

1. ESTABLISH PROCEDURES FOR JOB PLACEMENT.
2. ORGANIZE WITHIN FRAMEWORK OF EXISTING COUNSELING CENTER.

E. DEVELOP PROCEDURAL GUIDE.

F. EVALUATION.

PHASE II

DECEMBER 15, 1964 PROPOSAL TO
THE U.S. OFFICE OF EDUCATION

REVISION OF HIGH SCHOOL CURRICULAR PROGRAM
(TO BEGIN WHEN RESULTS OF PHASE I, PART A, ARE AVAILABLE.) →

A. COMPARATIVE ANALYSIS OF EXISTING PROGRAM WITH INDICATED NEEDS IN ACADEMIC AREAS.

1. SEMINARS – ACADEMIC TEACHERS.
   - A) REVIEW EXISTING COURSES OF STUDY.
   - B) APPRAISE GROUPING PRACTICES.
   - C) PRELIMINARY SUGGESTIONS FOR CHANGE.
2. CONSULTANTS FOR ASSISTANCE IN PLANNING CHANGE.
3. STAFF WORKSHOPS.
   - A) PREPARE FINAL RECOMMENDATIONS.
   - B) CONSTRUCT NEW COURSES OF STUDY.

B. COMPARATIVE ANALYSIS OF EXISTING PROGRAM WITH INDICATED NEEDS IN VOCATIONAL AREAS.

1. SEMINARS – VOCATIONAL TEACHERS.
   - A) REVIEW EXISTING COURSES OF STUDY.
   - B) FEASIBILITY OF SEPARATE VOCATIONAL COURSES FOR "SLOW LEARNERS".
   - C) PRELIMINARY SUGGESTIONS FOR CHANGE.
2. CONSULTANTS FOR ASSISTANCE IN PLANNING CHANGE.
3. STAFF WORKSHOPS.
   - A) PREPARE FINAL RECOMMENDATIONS.
   - B) CONSTRUCT NEW COURSES OF STUDY.

PHASE III

FUTURE RESEARCH
SUBSEQUENT TO PHASES I AND II
IN DECEMBER 15, 1964 PROPOSALS TO
U.S. OFFICE OF EDUCATION

FIELD TRIALS AND DEMONSTRATIONS

A. NEW COURSES OF STUDY IN OPERATION.

B. PLACEMENT SERVICES IN FULL OPERATION.

C. ADULT EDUCATION PROGRAM FOR "SLOW LEARNERS" IN FULL OPERATION.

D. FIRST GROUP OF "SLOW LEARNERS" NOW IN JOBS.

E. PROCEDURAL GUIDE IN SEMI-FINAL DRAFT.

F. FOLLOW-UP STUDIES TO TEST EFFECTIVENESS OF PROCEDURES AND INSTRUMENTS.

1. SEMINARS OF ACADEMIC AND VOCATIONAL TEACHERS.
   - A) EVALUATION OF COURSE OF STUDY CHANGES.
   - B) SUGGESTIONS FOR REFINEMENT.
2. INTERVIEWS WITH BUSINESS AND INDUSTRY REPRESENTATIVES.
   - A) ON-THE-JOB EFFECTIVENESS OF "SLOW LEARNERS".
3. INTERVIEWS WITH "SLOW LEARNERS" IN PROGRAM.
4. REVISION OF PROCEDURES AND INSTRUMENTS.

G. FINAL EVALUATION.

H. PUBLICATION OF PROCEDURAL GUIDE.

I. FINAL REPORT.

APPENDIX B

TERMINAL STUDENT SURVEY
Medford School District #549C
Medford, Oregon

School ______________________________ Date ________________

Student Name ________________________ Age ___________ Grade ____________

Parent Name _________________________ Phone ________________

Address _____________________________ Occupation ______________________

- - - - - - - - - - - - - -

Test Results:

____________________________________ ____________________________________

____________________________________ ____________________________________

____________________________________ ____________________________________

____________________________________ ____________________________________

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Present G.P.A. __________

Accum. G.P.A. __________

Counselor Comments:

____

____

____

____

____

APPENDIX C

BOARD OF DIRECTORS
DR. DAVID C. BOALS, CHAIRMAN
MRS. CARROLL HAUPERT
JOHN R. REID
FRANK BASH
DR. BILLY BLACKSTONE
WAYNE WAKEFIELD
ARVEL L. NASH

Medford Public Schools
DISTRICT 549C
500 MONROE STREET
Medford, Oregon
PHONE 773-3663

ELLIOTT D. BECKEN
SUPERINTENDENT
RICHARD J. SCHWALENBERG
ASSISTANT SUPERINTENDENT
J. RUSSELL ACHESON
ASSISTANT SUPERINTENDENT
WILSON G. SLATER
CLERK BUSINESS MGR

Dear Employers:

The Medford School District is currently engaged in a study of job qualifications and curriculum needs for certain of its students. This study will yield information which will make it possible for the schools to provide a curriculum specifically tailored to the needs of these students as indicated by the qualifications required by employers.

The students who are the subject of this study will rank below average in college preparation ability. They can do well in certain types of jobs. In fact, with training and job placement tailored to their capabilities, they have a high potential as hard-working, trustworthy employees. It is our hope that this study will make possible training and job placement opportunities to fill the needs of this group.

It will be appreciated if you will assist us in this study by completing the following questionnaire and returning it in the enclosed stamped, self-addressed envelope.

Sincerely yours,

John Crabb
Project Director

- -

1. Name of firm ______________________ Address ______________________
2. Type of business ______________________ Specific operations ______________________
3. Number of employees __________
4. Does your firm make use of part-time help? Yes ______ No ______
5. Do you require a high school diploma as a condition of employment in your firm? Yes ___ No ___
6. How many employees are there in your firm with less than a high school diploma? __________
   a. Are any of these employees attempting to complete high school now? Yes _____ No _____
   b. Have any of them had special training (aside from on-the-job) since dropping from high school? Yes _____ No ______
7. Does your firm have job descriptions for each classification of position? Yes ______ No ______
8. Name and position of individual we may contact for personal interview:

______________________________________ (Name)

______________________________________ (Position)

APPENDIX D

MEDFORD SENIOR HIGH SCHOOL
School District #549C
Medford, Oregon

INTERVIEW GUIDE

School District #549C, in cooperation with Southern Oregon College, Oregon State Department of Education, and the U.S. Office of Education, is currently engaged in a study of job qualifications and curriculum needs for certain of its students. This study will yield information which will make it possible for the schools to provide a curriculum specifically tailored to the needs of these students as indicated by the qualifications required by employers.

Your firm has completed a questionnaire which gave us basic information about your business policies with regard to personnel placement. We would appreciate an hour of your time, as prearranged, to explore further your business operation as it relates to the study now in progress.

To conserve your time and yet be certain that all points are covered, we will follow this guide. Please keep this copy in case you want to refer to it while we make notes on your responses. A copy of the typed notes of the interview will be sent to you. If you wish to revise or extend any responses after the interview, please identify the item and phone or mail it to the Director, Terminal Student Program, Medford Senior High School.

1. Review the purposes and objectives of the study.

2. Review the term "nonacademic" as used in this study.

3. In reviewing the job descriptions submitted with your original questionnaire, how many descriptions do you find suited to the nonacademic? What is your most simple job?

4. a. Do you feel the number of jobs suited to the nonacademic would be increased if the student could receive more specialized training in his high school or post-high school courses?

   b. Have you any suggestions for new areas of training in the beginning jobs you have listed?

5. a. What specific qualifications would your firm demand of applicants for jobs suited to nonacademic?

   b. Do you expect any changes in your operation in the next ten years that might influence the capabilities of some of your employees.

6. Do you now have employees with high qualifications on jobs which might be filled by better trained nonacademics?

7. Would the availability of better trained nonacademics result in an upgrading of the better qualified employee now doing a job suited to a nonacademic?

8. Have you found that workers with limited academic ability tend to remain satisfied with beginning jobs?

9. What per cent of your workers are (a) men__________ (b) women__________?

10. What is your chief source of supply for employees?

Nov. 9, 1965
cb

APPENDIX D - Page 2

The following is a sample sheet of the questionnaire as completed following an interview with a potential "slow learner" placement. Copies of the sheets are mailed to the party interviewed for his files.

A copy of the interview from questionnaire D, a copy of which was left by Mr. Crabb during his visit.

3. Three
4. A. Yes
   B. Workers should get this training on the job.
5. A. Gold work, plastic, metal work with gold, cobalt, gold and silver.
   B. Finishing, polishing, strictly mechanical and theory of design.
   C. Making of dentures, set up of teeth for dentures, waxing, and investing, processing, finishing, plastic monkey jobs (clean-up). (Most anyone could do this after a week's training). (Each one is individual, cannot be done with automation.)

   Any worker for the three above jobs needs manual dexterity.

   This work is fine work, never heavy and can be done by either boys or girls.

   People employed here would work with metal, wax, stones and plastics. This is specialized work and the training could be given pupils on a half day basis while they are juniors and seniors in high school.
6. A. Yes
   B. Workers should get this training on the job.
7. It could.
8. Yes
9. A. 100% men
   B. Women could just as well do the work. In some cases they might be better.
10. Advertise in the newspaper.

We wish to thank you for sharing your professional insight for our business survey. We very much appreciate your taking time from your business schedule to help us in this project.

NOTE: The above data would indicate that a slow student displaying proficiency in the arts and crafts classes could prove successful in this job classification.

APPENDIX E

CATEGORY OF WORK POSSIBILITIES FOR THE "SLOW LEARNER"

		Part-time during school	As adults
1.	Agriculture - Orchard		
	a. smudging (heating to prevent frost kill)	97	5
	b. pruning trees		10
	c. thinning fruit	20	5
	d. picking fruit	20	6
	e. packing fruit		10
	f. irrigation		5
	g. operating farm machinery (mostly tractor propelled)		7
	Altogether year around work. Each by itself very seasonal		
2.	Apprentice painters		2
3.	Barber		2
4.	Bookbinding helpers	8	
5.	Box boys (supermarket)	7	
6.	Carpenter helpers - apprentices		2
7.	Clean-up and mechanical helpers	4	5
8.	Common labor		6
9.	Construction helper	2	8
10.	Cooks helper	5	
11.	Cosmetology		4
12.	Delivery and related work	18	25
13.	Dental lab helpers		2
14.	Dishwashing	10	6
15.	Dry cleaning helpers	2	7
16.	Elementary electricity helpers		2
17.	Fabrication		10
18.	Fire protection work		1

APPENDIX E - Page 2

		Part-time during school	As adults
19.	General tire work helpers	2	3
20.	Greenhouse and plant care	2	6
21.	Janitorial helpers	3	5
22.	Loading trucks	5	11
23.	Machine operators	3	10
24.	Machinists		2
25.	Maid service		7
26.	Meat cutting and handling		2
27.	Mechanical work on cars and machinery	2	8
28.	Nursery assistant		4
29.	Nursing home helper		1
30.	Plumbing helper and apprentice		3
31.	Plywood mills	3	20
32.	Processing and canning fruit		2
33.	Running electric power sewing machines		3
34.	Service station attendant	5	10
35.	Setting chokers and trimming logs		5
36.	Sheet metal workers		2
37.	Simple filing and general office work	10	15
38.	Simple selling	15	20
39.	Small motor repair	2	4
40.	Stockroom work	4	12
41.	Upholstery work	1	2
42.	Utility floor covering work	3	2
43.	Waitress	6	10

	Part-time during school	As adults
44. Warehousing	3	14
45. Watch repair		1
46. Weatherstripping	2	1
47. Welding		4
48. Wrapping packages (very seasonal)	5	
49. Yard work	4	5

APPENDIX F

Qualities of personality and training needed to make nonacademic students vocationally employable. This information was obtained from interviewing members of the business community who have signified willingness to give terminal students part time or full time employment.

1.	Experience with selling Dealing with people Possessing aggressive selling personality	138
2.	Experience with driving; upkeep of cars and pick-ups Should know the community well.	129
3.	Clean habits and neat appearance	123
4.	High mechanical potential and training	106
5.	Have working command of arithmetic for fundamental operations Fractions Decimals	102
6.	Keeping the facility and equipment clean and in order	98
7.	Outgoing personality Ability to talk to adults Social intelligence	97
8.	Training in automotive shop	89
9.	How to make change and count money	86
10.	Eagerness to go to work and determination to succeed	85
11.	Write legibly	78
12.	Simple machine operators Use of small tools Small motor repairs	77
13.	Training in metal shop	74
14.	Common labor involving lifting	73
15.	Training in initiative to go ahead without constant supervision	52
16.	Correct attitude Understanding that the public must be provided with service	49
17.	Operation and maintenance of light tractors and fork lifts	44

18.	Dependability training	43
19.	Good manners Courtesy and politeness	42
20.	Ability and willingness to move fast Hurry gracefully with body and hands	42
21.	Wood shop training	39
22.	Stocking, warehousing, shipping and receiving	38
23.	Maid service and housekeeping experience	34
24.	Food handling Cooking and serving	30
25.	Floral training Knowledge and care of plants and trees	27
26.	Ability and willingness to follow directions	27
27.	Background of honesty	26
28.	Farm background training	25
29.	Artistic training Color sense Use of small tools	23
30.	Ability to read simple instructions	19
31.	Typing ability	18
32.	Simple file clerking By numbers By alphabet	15
33.	Carpentry	15
34.	Basic electricity	12
35.	Pressing and spot cleaning	11
36.	Understanding of competitiveness of Free Enterprise system	11
37.	Machine shop	10
38.	Shownmanship	10
39.	Janitorial service	9
40.	Operation of power and home sewing machines	8

APPENDIX F - Page 3

41. Mechanical drawing	8
42. Knowledge of cloth materials	8
43. Be able to get a Health Certificate	8
44. Produce wrapping	7
45. Slip feeding and drier feeding in a plywood mill	7
46. Identification of evergreen species by examining wood only	6
47. Show of confidence	5
48. Availability to work during noon hour	4
49. Physical coordination	4
50. Ability to work with other personnel without friction	4
51. Tending bar	3
52. Familiarity with the woods and choker setting	3
53. Understanding and love of animals	3
54. Ability to work at a height	3
55. Ability to work in a cold room	3
56. Meat cutting	2
57. Ability to swim and do lifeguard work	1
58. Piano tuning and repair	1
59. Glazing	1
60. Be sure the student can qualify for a work permit	1
61. Know how to ride a bicycle on the street with safety	1
62. Know how to spell correctly	1

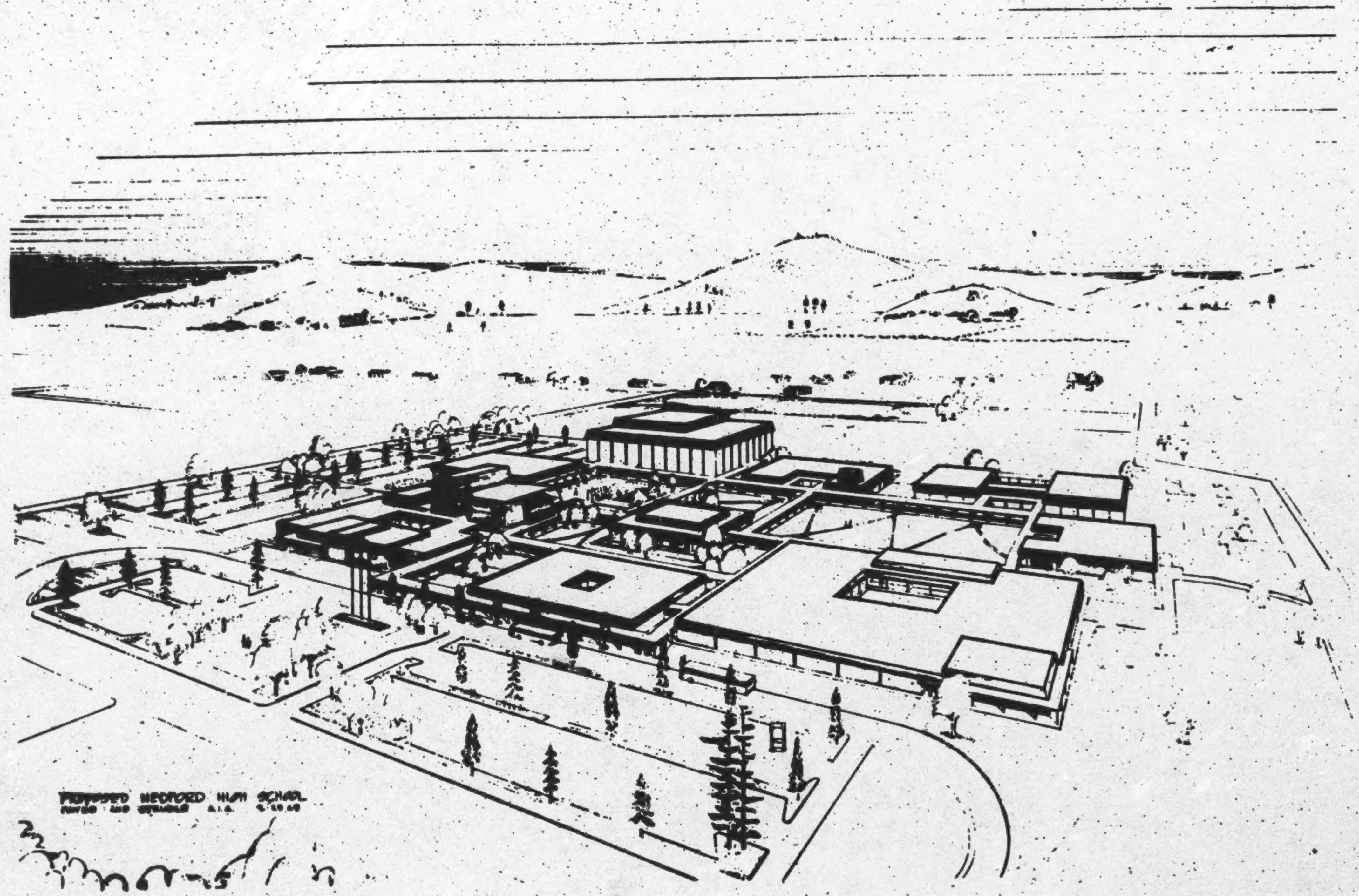
APPENDIX G

FACILITIES:

School District 549C, Medford with its approximately 10,000 student population and 500 certificated teaching staff, is in the process of preparing for occupancy of a new high school facility in the fall of 1967. In addition, extensive renovation will be made of the existing high school to serve grades 9 and 10.

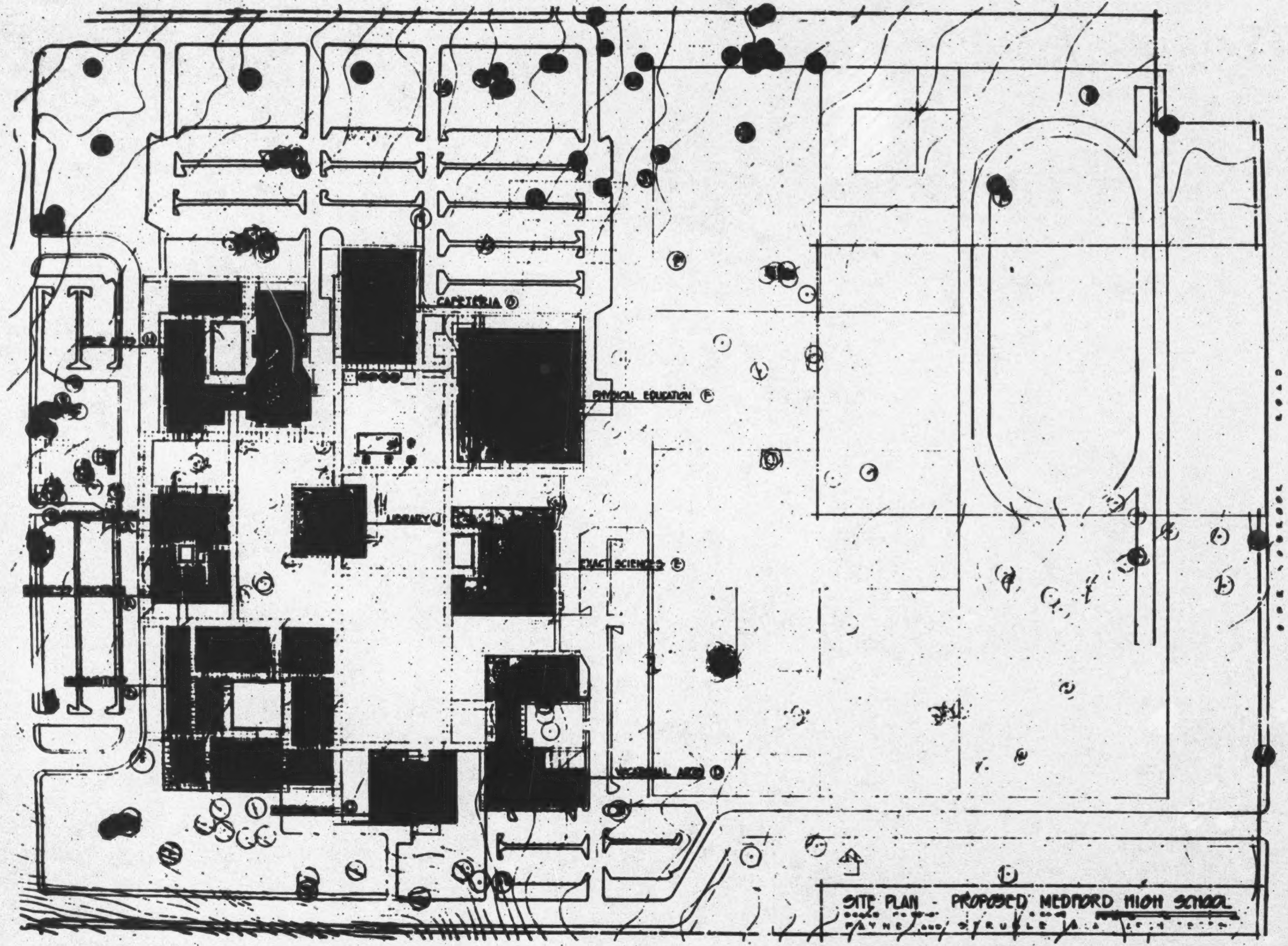
The organizational structure will follow the 6-2-2-2 plan with the 7th and 8th grades housed in the present junior high school buildings, 9th and 10th grades housed in the present senior high building, and 11th and 12th grades housed in the new building. Plans for the physical plant have been drawn around a philosophy of flexibility realized to be necessary through experience. Adequate facilities for non-academic subjects as well as academic areas for the "terminal" student ("slow learners") will be provided in the new facility.

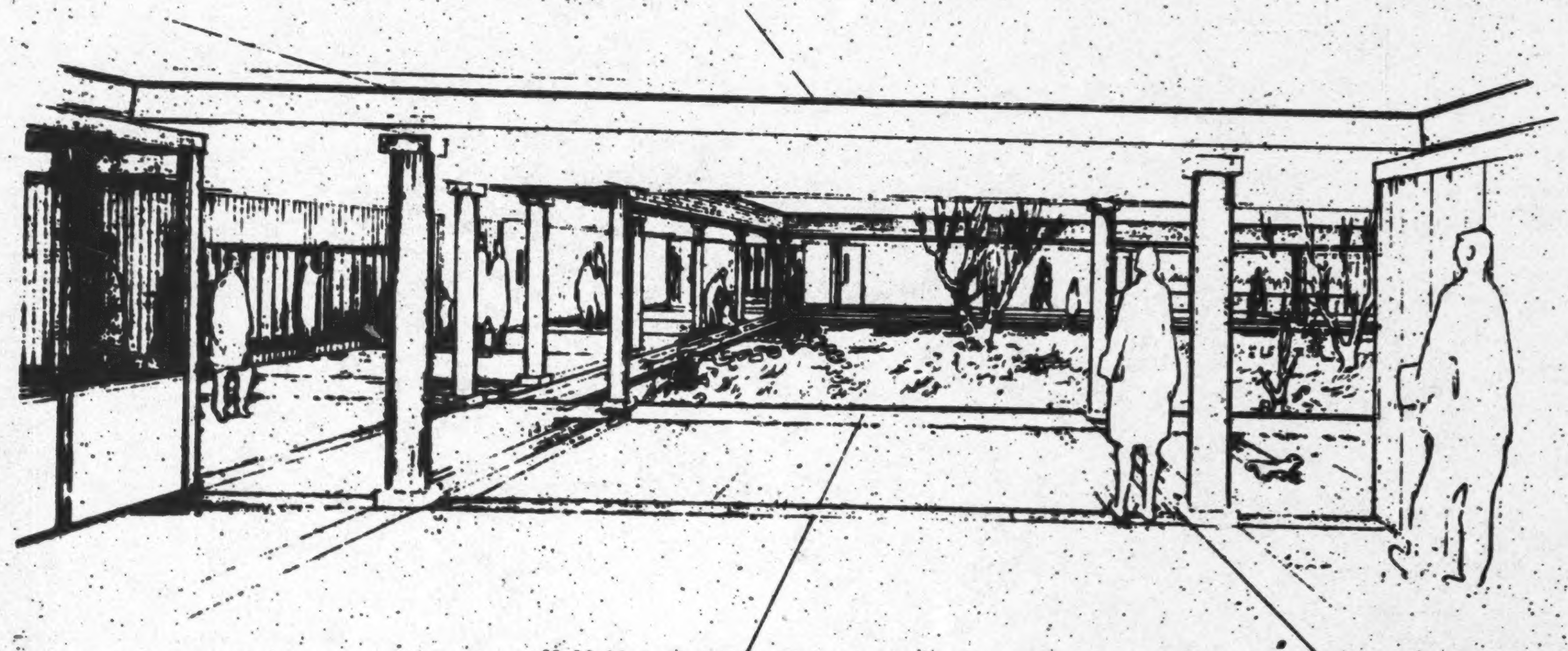
The classes,termed "Academic Seminars", will be located in the Humanities complex (see appendix for artists's conception and floor plans) and will include office space for program director, distributive education classroom,and related class instructional areas. Two rooms of the assigned area are of the duad design to accommodate large group instruction. In these classroom facilities, four academic disciplines, English, geography-history, mathematics and science, will be presented with vocationally directed emphasis in three period blocks of time.



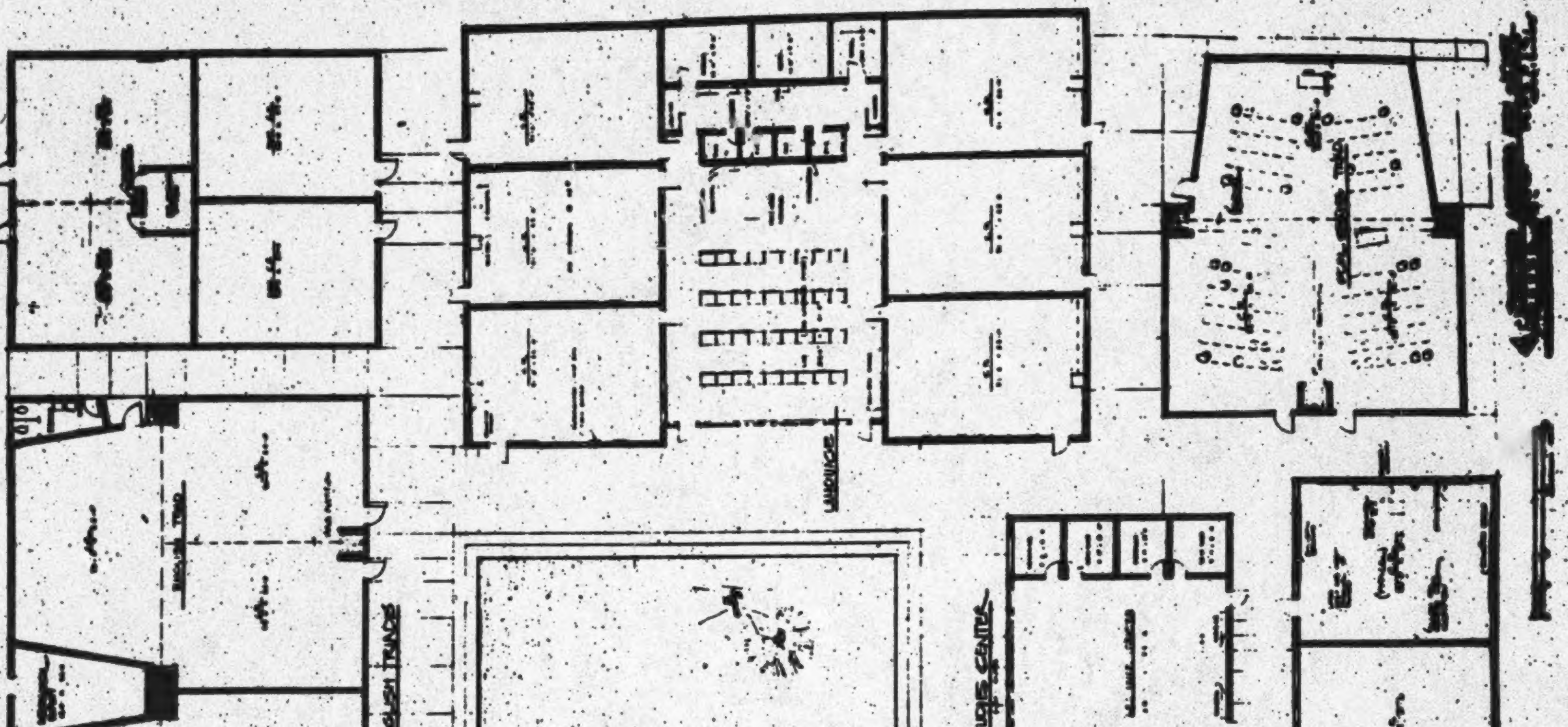
PROPOSED MEDFORD HIGH SCHOOL

PAYNE AND SETTLEMIER A.I.A. 5-29-60

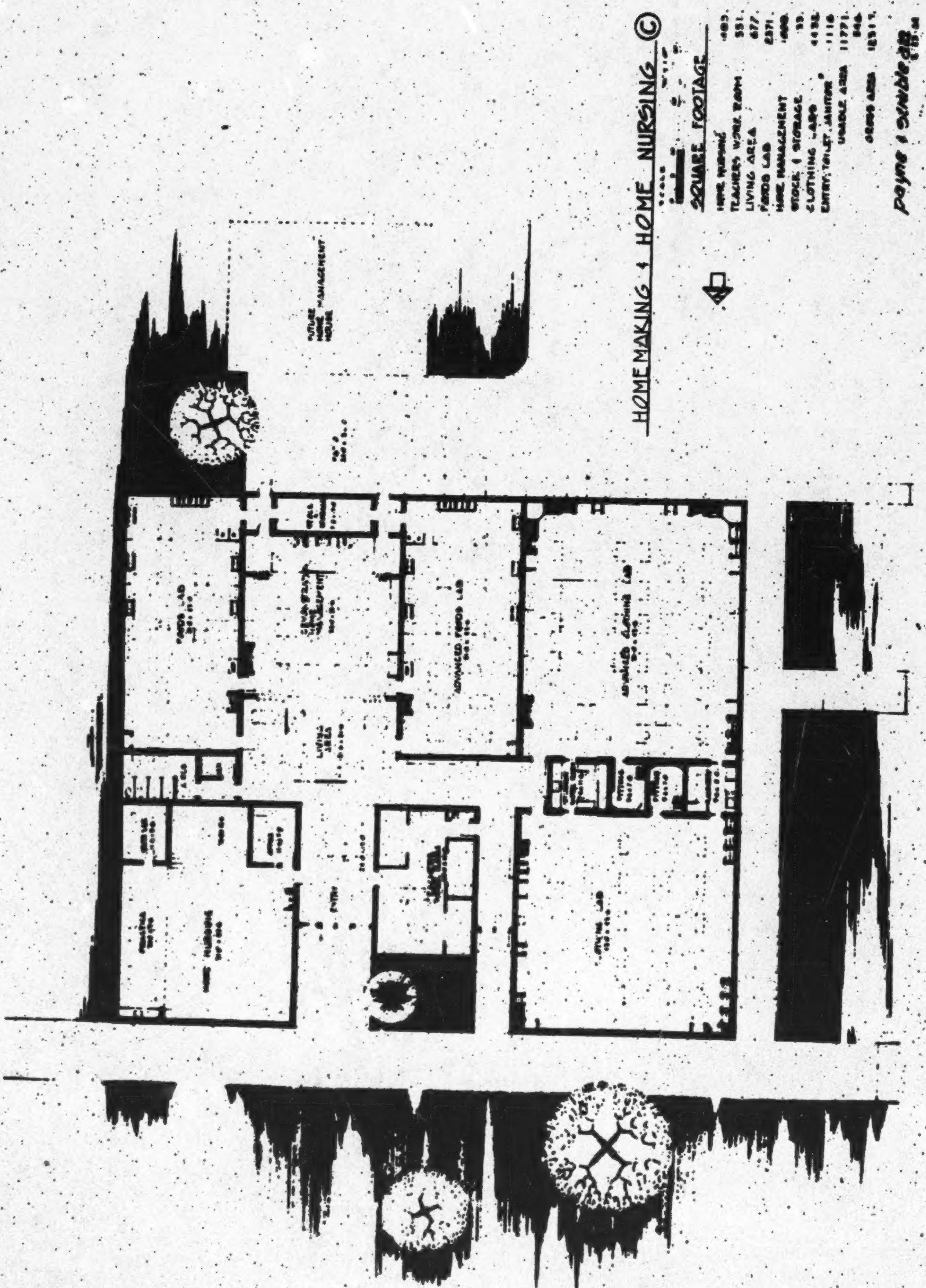

SITE PLAN - PROPOSED MEDFORD HIGH SCHOOL
PAYNE AND STRUBLE A.I.A.
CAFETERIA
PHYSICAL EDUCATION
LIBRARY
EXACT SCIENCES
VOCATIONAL ARTS

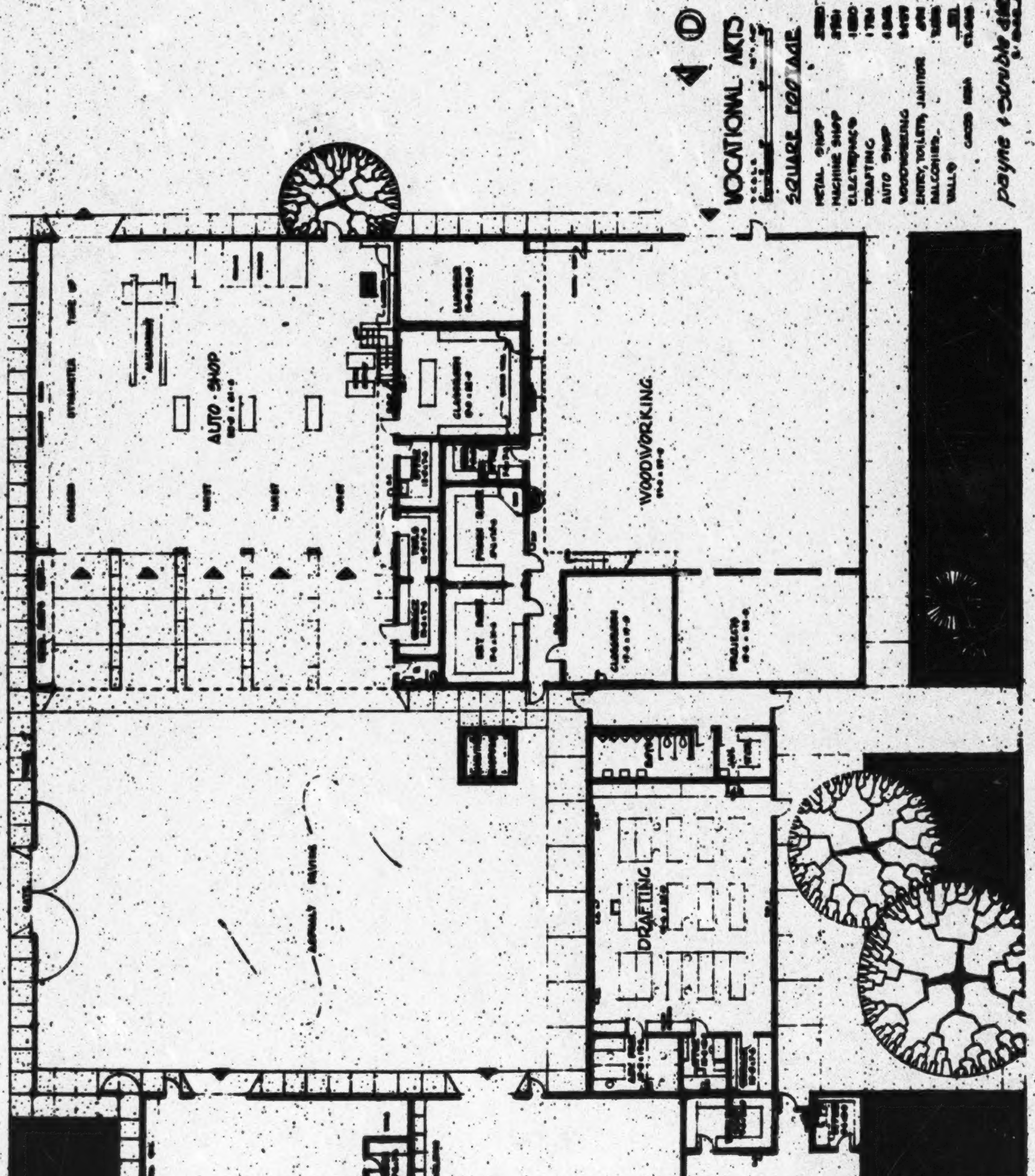

HUMANITIES
PROPOSED MEDFORD HIGH SCHOOL
PAYNE AND STRUBLE ARCHITECTS 2 24 68

APPENDIX G - Page 5


HUMANITIES
SOCIAL STUDIES CENTER
LANGUAGES

APPENDIX G - Page 6


HOMEMAKING & HOME NURSING ©
SCALE
SQUARE FOOTAGE
HOME NURSING 1465
TEACHERS WORK ROOM 551
LIVING AREA 677
FOODS LAB 2371
HOME MANAGEMENT 1060
STOCK & STORAGE 93
CLOTHING LABS 4438
ENTRY, TOILET, JANITOR 1116
USABLE AREA 11771
846
GROSS AREA 12617
Payne & Schindler
FUTURE HOME MANAGEMENT HOUSE
FOODS LAB
ADVANCED FOODS LAB
LIVING AREA
ADVANCED CLOTHING LAB
CLOTHING LAB
HOME NURSING


VOCATIONAL ARTS
SQUARE FOOTAGE
METAL SHOP
MACHINE SHOP
ELECTRONICS
DRAFTING
AUTO SHOP
WOODWORKING
ENTRY, TOILETS, JANITOR
CLASSROOM
PROJECTS
payne & settecase

APPENDIX H

BULLETIN TO ALL DEPARTMENT HEADS

At a recent meeting of Department Heads it was suggested that guidelines be established for course of study revision or development. These guidelines have been prepared in response to that suggestion.

PURPOSE: Vertical articulation, grades 7 through 12, will be a source of major concern during the 1966-67 school year as part of the preparation for division into the 6-2-2-2 organization. This articulation cannot be worked out by curriculum committees unless those committees have up-to-date courses of study with which to work.

OBJECTIVE: To have a 1966 course of study for every group in every subject taught at Medford High.

BLUEPRINT: All revisions or new courses of study must be in blueprint form by June 11. In this instance the term "blueprint" means that the new course of study or revision should be developed in sufficient detail and organized to a degree that an experienced teacher can, within a few days, prepare it for the typist.

FORMAT: A separate course of study will be developed for each track or group, (regular, terminal, college prep, advanced, honors or advanced placement) for each subject taught. These will then be included as separate divisions in a single course of study for the subject. In this way the teacher of one group will be fully informed regarding the material to be covered by all other groups and will have specific knowledge of her area of responsibility and its relationship to the whole. It is hoped that this will be of value in maintaining satisfactory horizontal articulation.

BASIC REQUIREMENTS: Course of study requirements will vary somewhat from one department to another. These requirements can be met by including additional material not listed as basic. However, the following are considered as basic and essential in every course of study:

I. Introduction or Foreward

II. Statement of Philosophy. If at all possible this should be broad enough to apply to all groups, yet brief enough to be contained on one page. Basic beliefs should be elucidated without a great deal of amplification. This philosophy must, of course, be consistent with current District philosophy and policy.

III. An Outline (topic or sentence) of the general aims and objectives of the course. It may be possible to develop an outline which will apply to all groups or it may be necessary to develop a separate outline for each group.

IV. A Statement on Grouping. An examination of existing courses of study reveals that most include a definitive statement on grouping and the philosophy behind it. However, the statements vary considerably from one department to another. To avoid these inconsistencies the guidance department will prepare a statement on grouping for inclusion in each course of study.

V. Group Divisions. Each separate division (one for each group) should contain the following:

- A. A one or two page overview divided by quarters, units, or weeks, showing the major areas to be covered.
- B. Course of study detail for each unit, (or other division) including:
  1. Time allotment for the unit
  2. Specific text and other references
  3. Specific objectives
  4. Suggested learning activities
  5. Sequence of detail (with reference to specific text pages, references, etc.)
  6. Minimum essentials - the minimum expectation for students completing the unit
  7. List of supplementary materials.
- C. Appendix. Any supplementary materials, sample tests, A-V materials, check lists, criteria, suggestions, or exhibits which will assist teachers new to our system.

APPENDIX I

PROCEDURES FOR DATA PROCESSING OF COMMUNITY SURVEYS

The Medford district will place on punch cards the data necessary to establish criteria "terminal students" must meet to hold specific jobs in industry. The cards will also provide data indicating necessary revisions to the high school curricular program to meet more adequately needs of the student. The procedures to be followed are:

1. The responses to the interview guides are to be submitted to the Terminal Student Office. These are filed by job classification. Each folder must be examined for possible omissions. This can best be accomplished by examining each response for possible multiple classifications listed under item 3. If a firm can use more than one type of man, a copy of his response must be included in all appropriate job classification folders.

2. File response sheets in appropriate job classification folder. This step may be accomplished concurrently with Step 1. Each folder must be audited to ensure that it contains only the appropriate response sheets.

3. Each folder is to be given a United States Employment Service job code number. These code numbers should be placed in a prominent location on the front of the file folder. The occupational title corresponding to code number should also be placed on the file folder at this point.

4. The response sheets must be given criteria codes. These codes fall into two categories. The first is the skill and knowledge code and the second is the personal characteristics code. It is recommended that the use of a simple rubber stamp could greatly facilitate this operation. Please refer to Appendix 1 for suggested design of the stamp.

5. Whenever dealing with information of the type contained in this project, it is extremely difficult to guarantee the accuracy of the data. In order to guarantee that the correct data is transcribed from the response sheets to the punch card format, it is recommended that an adding machine tape be run for each file folder. This can be accomplished by adding the number of positions available from each response to acquire a total for the folder. The job code number, the job description, and the total number of positions available should then be entered on a control sheet. When completed, the control sheet will contain one line for each job classification. This will enable the Data Processing Department to check the accuracy of total.

6. At this point, the job classification folders containing the response sheets and the control sheet should be sent to the Data Processing Department for key punching and verification of job criteria cards. The Data Processing Department should follow the instructions given in Appendix C when punching the job criteria cards.

7. When the punching of the cards is completed, the Data Processing Department will run a trial run of the job criteria summary report on the 402. This will allow them to balance totals with the control sheet.

8. The Data Processing Department is now ready to run the final job criteria summary report. This report should consist of one original and two copies run on stock forms. The Data Processing Department will then send the final report, the punch cards, and the source documents to the Terminal Student Office. When the report has been received, the Terminal Student Office should rule the final report for ease in reading and utilization.

Suggested Coding Systems

Skill and knowledge codes:

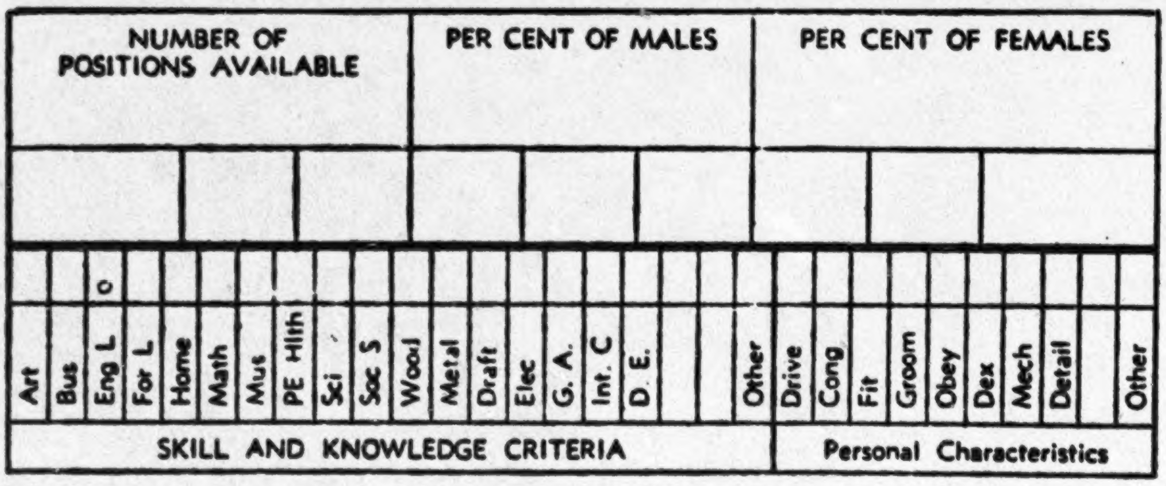
1. Art education
2. Business education
3. English language education
4. Foreign language education
5. Homemaking
6. Mathematics
7. Music
8. Physical Education and Health
9. Science
10. Social studies
11. Wood shop
12. Metal shop
13. Drafting
14. Electricity and electronics
15. Graphic arts
16. Internal combustion
17. Distributive education
18. ✓
19.
20. Other (This code should be used when another code is not suitable. This might occur when a course not presently in the curriculum is required.)

Personal characteristics codes:

1. Drive, initiative, desire to get ahead.

2. Congeniality, ability to deal with people, can work with staff
3. Physically fit, in good health
4. Grooming and appearance, attractive
5. Obedience, able to follow orders, ability to take directions
6. Manual dexterity
7. Mechanical aptitude
8. Detail work, able to do filing or close work, pays attention to details
9. Other general classifications
10. Other (This classification should be used for unique requirements within a particular job classification. Examples might be: Health Certificate, chauffeur's license, and bonding.)

SAMPLE OF IMPRINT STAMP USED IN COMMUNITY SURVEY REPORTING PROCEDURES



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<tr><td colspan="19">SKILL AND KNOWLEDGE CRITERIA</td><td colspan="10">Personal Characteristics</td></tr>
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APPENDIX J

ABSTRACT

NEIGHBORHOOD COMMUNITY CULTURAL CENTERS

(Funded by Title I, Elementary and Secondary Education Act, 1965)
School District #549C
Medford, Oregon

The evening study centers of this program were established at Lincoln Elementary School, McLoughlin Junior High School, Jacksonville Elementary School, and Ruch Elementary School. Selected students of the 6th and 7th grade levels were offered the opportunity of intensive tutoring through individualized instruction in an atmosphere designed to promote and encourage good home study habits. The project will provide not only reinforcement in study or academic areas but will also be concerned with enrichment goals. The latter will include work in the arts and crafts, music, literature, etc.

Health problems have proven to have a direct relationship to the academic problems of many students. To establish the course of necessary remedial steps, community professional assistance was employed to determine the unmet health care needs of students whose families do not draw welfare assistance and whose low income level makes medical attention too costly to be absorbed in the family budget. This program included a sum of $15,000.00 to ~~determine~~ such existing health or dental problems.

The clothing bank operated by Medford School District #549C in conjunction with the Medford Junior Women's Club was supplemented by $2,000.00 to allow the purchase of odd size clothing or special shoes, etc.,for the disadvantaged youth in this program.

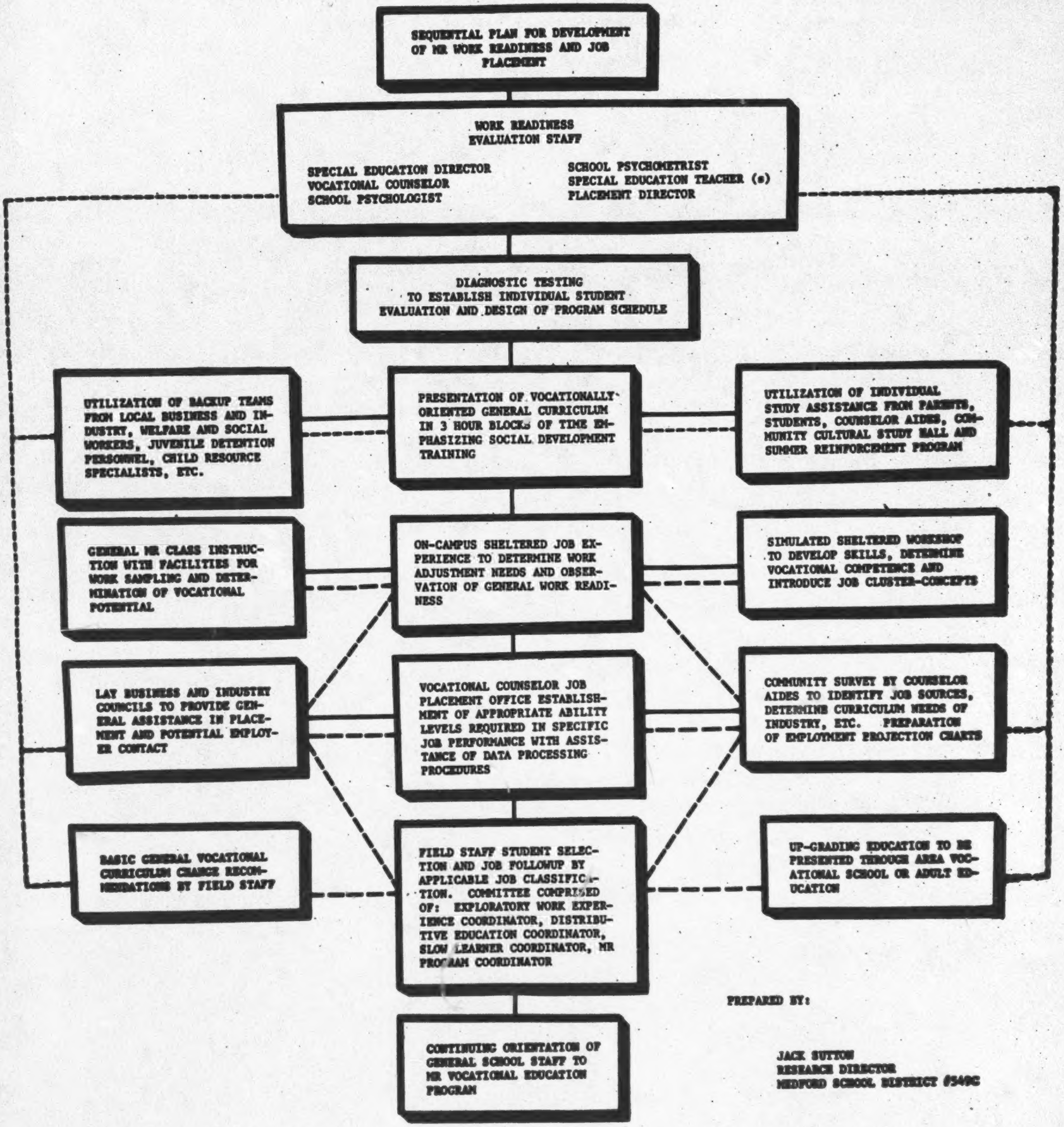
The evening program includes the serving of milk, hot chocolate, and sandwiches to allow a dietary supplement for those youngsters of low income families whose diet is often inadequate and insufficient.

Meetings continue throughout the summer months to provide continuous educational opportunities for those who normally regress with the discontinuance of daily class presentations. The small pupil-teacher ratios allow more detailed coverage of material being covered by the student in his current class discussions.

Counselors and teachers have been provided time through this program to study those underlying personal problems which frequently cause students to become dropouts in the high school years.

APPENDIX K

MENTALLY RETARDED EDUCATION TRAINING FOR GRADES 7 THRU 12



SEQUENTIAL PLAN FOR DEVELOPMENT OF MR WORK READINESS AND JOB PLACEMENT

WORK READINESS
EVALUATION STAFF

SPECIAL EDUCATION DIRECTOR
VOCATIONAL COUNSELOR
SCHOOL PSYCHOLOGIST

SCHOOL PSYCHOMETRIST
SPECIAL EDUCATION TEACHER (s)
PLACEMENT DIRECTOR

DIAGNOSTIC TESTING TO ESTABLISH INDIVIDUAL STUDENT EVALUATION AND DESIGN OF PROGRAM SCHEDULE

UTILIZATION OF BACKUP TEAMS FROM LOCAL BUSINESS AND INDUSTRY, WELFARE AND SOCIAL WORKERS, JUVENILE DETENTION PERSONNEL, CHILD RESOURCE SPECIALISTS, ETC.

PRESENTATION OF VOCATIONALLY ORIENTED GENERAL CURRICULUM IN 3 HOUR BLOCKS OF TIME EMPHASIZING SOCIAL DEVELOPMENT TRAINING

UTILIZATION OF INDIVIDUAL STUDY ASSISTANCE FROM PARENTS, STUDENTS, COUNSELOR AIDES, COMMUNITY CULTURAL STUDY HALL AND SUMMER REINFORCEMENT PROGRAM

GENERAL MR CLASS INSTRUCTION WITH FACILITIES FOR WORK SAMPLING AND DETERMINATION OF VOCATIONAL POTENTIAL

ON-CAMPUS SHELTERED JOB EXPERIENCE TO DETERMINE WORK ADJUSTMENT NEEDS AND OBSERVATION OF GENERAL WORK READINESS

SIMULATED SHELTERED WORKSHOP TO DEVELOP SKILLS, DETERMINE VOCATIONAL COMPETENCE AND INTRODUCE JOB CLUSTER-CONCEPTS

LAY BUSINESS AND INDUSTRY COUNCILS TO PROVIDE GENERAL ASSISTANCE IN PLACEMENT AND POTENTIAL EMPLOYER CONTACT

VOCATIONAL COUNSELOR JOB PLACEMENT OFFICE ESTABLISHMENT OF APPROPRIATE ABILITY LEVELS REQUIRED IN SPECIFIC JOB PERFORMANCE WITH ASSISTANCE OF DATA PROCESSING PROCEDURES

COMMUNITY SURVEY BY COUNSELOR AIDES TO IDENTIFY JOB SOURCES, DETERMINE CURRICULUM NEEDS OF INDUSTRY, ETC. PREPARATION OF EMPLOYMENT PROJECTION CHARTS

BASIC GENERAL VOCATIONAL CURRICULUM CHANGE RECOMMENDATIONS BY FIELD STAFF

FIELD STAFF STUDENT SELECTION AND JOB FOLLOWUP BY APPLICABLE JOB CLASSIFICATION. COMMITTEE COMPRISED OF: EXPLORATORY WORK EXPERIENCE COORDINATOR, DISTRIBUTIVE EDUCATION COORDINATOR, SLOW LEARNER COORDINATOR, MR PROGRAM COORDINATOR

UP-GRADING EDUCATION TO BE PRESENTED THROUGH AREA VOCATIONAL SCHOOL OR ADULT EDUCATION

CONTINUING ORIENTATION OF GENERAL SCHOOL STAFF TO MR VOCATIONAL EDUCATION PROGRAM

PREPARED BY:

JACK SUTTON
RESEARCH DIRECTOR
MEDFORD SCHOOL DISTRICT #549C

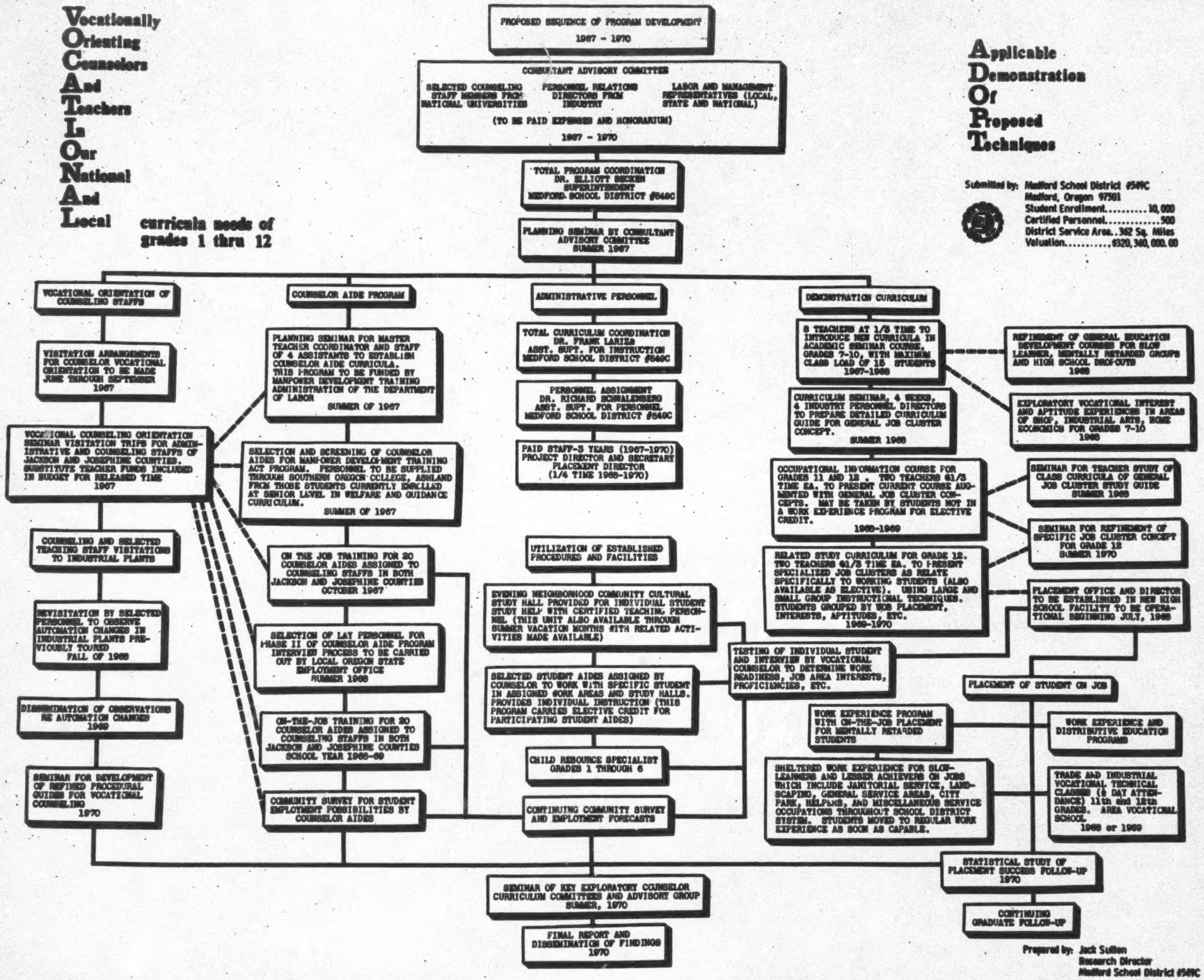
APPENDIX L

Vocationally
Orienting
Counselors
And
Teachers
In
Our
National
And
Local

curricula needs of
grades 1 thru 12

Applicable
Demonstration
Of
Proposed
Techniques

Submitted by: Medford School District #549C
Medford, Oregon 97501
Student Enrollment..........10,000
Certified Personnel.............500
District Service Area..362 Sq. Miles
Valuation..........$320,340,000.00


PROPOSED SEQUENCE OF PROGRAM DEVELOPMENT 1967 - 1970
CONSULTANT ADVISORY COMMITTEE
SELECTED COUNSELING STAFF MEMBERS FROM NATIONAL UNIVERSITIES
PERSONNEL RELATIONS DIRECTORS FROM INDUSTRY
LABOR AND MANAGEMENT REPRESENTATIVES (LOCAL, STATE AND NATIONAL)
(TO BE PAID EXPENSES AND HONORARIUM) 1967 - 1970
TOTAL PROGRAM COORDINATION DR. ELLIOTT BECKEN SUPERINTENDENT MEDFORD SCHOOL DISTRICT #549C
PLANNING SEMINAR BY CONSULTANT ADVISORY COMMITTEE SUMMER 1967
VOCATIONAL ORIENTATION OF COUNSELING STAFFS
VISITATION ARRANGEMENTS FOR COUNSELOR VOCATIONAL ORIENTATION TO BE MADE JUNE THROUGH SEPTEMBER 1967
VOCATIONAL COUNSELING ORIENTATION SEMINAR VISITATION TRIPS FOR ADMINISTRATIVE AND COUNSELING STAFFS OF JACKSON AND JOSEPHINE COUNTIES. SUBSTITUTE TEACHER FUNDS INCLUDED IN BUDGET FOR RELEASED TIME 1967
COUNSELING AND SELECTED TEACHING STAFF VISITATIONS TO INDUSTRIAL PLANTS
REVISITATION BY SELECTED PERSONNEL TO OBSERVE AUTOMATION CHANGES IN INDUSTRIAL PLANTS PREVIOUSLY TOURED FALL OF 1968
DISSEMINATION OF OBSERVATIONS RE AUTOMATION CHANGES 1969
SEMINAR FOR DEVELOPMENT OF REFINED PROCEDURAL GUIDES FOR VOCATIONAL COUNSELING 1970
COUNSELOR AIDE PROGRAM
PLANNING SEMINAR FOR MASTER TEACHER COORDINATOR AND STAFF OF 4 ASSISTANTS TO ESTABLISH COUNSELOR AIDE CURRICULA. THIS PROGRAM TO BE FUNDED BY MANPOWER DEVELOPMENT TRAINING ADMINISTRATION OF THE DEPARTMENT OF LABOR SUMMER OF 1967
SELECTION AND SCREENING OF COUNSELOR AIDES FOR MANPOWER DEVELOPMENT TRAINING ACT PROGRAM. PERSONNEL TO BE SUPPLIED THROUGH SOUTHERN OREGON COLLEGE, ASHLAND FROM THOSE STUDENTS CURRENTLY ENROLLED AT SENIOR LEVEL IN WELFARE AND GUIDANCE CURRICULUM. SUMMER OF 1967
ON THE JOB TRAINING FOR 20 COUNSELOR AIDES ASSIGNED TO COUNSELING STAFFS IN BOTH JACKSON AND JOSEPHINE COUNTIES OCTOBER 1967
SELECTION OF LAY PERSONNEL FOR PHASE II OF COUNSELOR AIDE PROGRAM INTERVIEW PROCESS TO BE CARRIED OUT BY LOCAL OREGON STATE EMPLOYMENT OFFICE SUMMER 1968
ON-THE-JOB TRAINING FOR 20 COUNSELOR AIDES ASSIGNED TO COUNSELING STAFFS IN BOTH JACKSON AND JOSEPHINE COUNTIES SCHOOL YEAR 1968-69
COMMUNITY SURVEY FOR STUDENT EMPLOYMENT POSSIBILITIES BY COUNSELOR AIDES
ADMINISTRATIVE PERSONNEL
TOTAL CURRICULUM COORDINATION DR. FRANK LARIZA ASST. SUPT. FOR INSTRUCTION MEDFORD SCHOOL DISTRICT #549C
PERSONNEL ASSIGNMENT DR. RICHARD SCHWALENBERG ASST. SUPT. FOR PERSONNEL MEDFORD SCHOOL DISTRICT #549C
PAID STAFF-3 YEARS (1967-1970) PROJECT DIRECTOR AND SECRETARY PLACEMENT DIRECTOR (1/4 TIME 1968-1970)
UTILIZATION OF ESTABLISHED PROCEDURES AND FACILITIES
EVENING NEIGHBORHOOD COMMUNITY CULTURAL STUDY HALL PROVIDED FOR INDIVIDUAL STUDENT STUDY HELP WITH CERTIFIED TEACHING PERSONNEL (THIS UNIT ALSO AVAILABLE THROUGH SUMMER VACATION MONTHS WITH RELATED ACTIVITIES MADE AVAILABLE)
SELECTED STUDENT AIDES ASSIGNED BY COUNSELOR TO WORK WITH SPECIFIC STUDENT IN ASSIGNED WORK AREAS AND STUDY HALLS. PROVIDES INDIVIDUAL INSTRUCTION (THIS PROGRAM CARRIES ELECTIVE CREDIT FOR PARTICIPATING STUDENT AIDES)
CHILD RESOURCE SPECIALIST GRADES 1 THROUGH 6
CONTINUING COMMUNITY SURVEY AND EMPLOYMENT FORECASTS
TESTING OF INDIVIDUAL STUDENT AND INTERVIEW BY VOCATIONAL COUNSELOR TO DETERMINE WORK READINESS, JOB AREA INTERESTS, PROFICIENCIES, ETC.
DEMONSTRATION CURRICULUM
8 TEACHERS AT 1/3 TIME TO INTRODUCE NEW CURRICULA IN ACADEMIC SEMINAR COURSE, GRADES 7-10, WITH MAXIMUM CLASS LOAD OF 15 STUDENTS 1967-1968
CURRICULUM SEMINAR, 4 WEEKS, 4 INDUSTRY PERSONNEL DIRECTORS TO PREPARE DETAILED CURRICULUM GUIDE FOR GENERAL JOB CLUSTER CONCEPT. SUMMER 1968
OCCUPATIONAL INFORMATION COURSE FOR GRADES 11 AND 12. TWO TEACHERS @1/3 TIME EA. TO PRESENT CURRENT COURSE AUGMENTED WITH GENERAL JOB CLUSTER CONCEPTS. MAY BE TAKEN BY STUDENTS NOT IN A WORK EXPERIENCE PROGRAM FOR ELECTIVE CREDIT. 1968-1969
RELATED STUDY CURRICULUM FOR GRADE 12. TWO TEACHERS @1/3 TIME EA. TO PRESENT SPECIALIZED JOB CLUSTERS AS RELATE SPECIFICALLY TO WORKING STUDENTS (ALSO AVAILABLE AS ELECTIVE). USING LARGE AND SMALL GROUP INSTRUCTIONAL TECHNIQUES. STUDENTS GROUPED BY JOB PLACEMENT, INTERESTS, APTITUDES, ETC. 1969-1970
REFINEMENT OF GENERAL EDUCATION DEVELOPMENT COURSES FOR SLOW LEARNER, MENTALLY RETARDED GROUPS AND HIGH SCHOOL DROPOUTS 1968
EXPLORATORY VOCATIONAL INTEREST AND APTITUDE EXPERIENCES IN AREAS OF SHOP, INDUSTRIAL ARTS, HOME ECONOMICS FOR GRADES 7-10 1968
SEMINAR FOR TEACHER STUDY OF CLASS CURRICULA OF GENERAL JOB CLUSTER STUDY GUIDE SUMMER 1968
SEMINAR FOR REFINEMENT OF SPECIFIC JOB CLUSTER CONCEPT FOR GRADE 12 SUMMER 1970
PLACEMENT OFFICE AND DIRECTOR TO BE ESTABLISHED IN NEW HIGH SCHOOL FACILITY TO BE OPERATIONAL BEGINNING JULY, 1968
PLACEMENT OF STUDENT ON JOB
WORK EXPERIENCE PROGRAM WITH ON-THE-JOB PLACEMENT FOR MENTALLY RETARDED STUDENTS
WORK EXPERIENCE AND DISTRIBUTIVE EDUCATION PROGRAMS
SHELTERED WORK EXPERIENCE FOR SLOW-LEARNERS AND LESSER ACHIEVERS ON JOBS WHICH INCLUDE JANITORIAL SERVICE, LANDSCAPING, GENERAL SERVICE AREAS, CITY PARK, HELPERS, AND MISCELLANEOUS SERVICE OCCUPATIONS THROUGHOUT SCHOOL DISTRICT SYSTEM. STUDENTS MOVED TO REGULAR WORK EXPERIENCE AS SOON AS CAPABLE.
TRADE AND INDUSTRIAL VOCATIONAL TECHNICAL CLASSES (½ DAY ATTENDANCE) 11th and 12th GRADES. AREA VOCATIONAL SCHOOL 1968 or 1969
STATISTICAL STUDY OF PLACEMENT SUCCESS FOLLOW-UP 1970
CONTINUING GRADUATE FOLLOW-UP
SEMINAR OF KEY EXPLORATORY COUNSELOR CURRICULUM COMMITTEES AND ADVISORY GROUP SUMMER, 1970
FINAL REPORT AND DISSEMINATION OF FINDINGS 1970

Prepared by: Jack Sutton
Research Director
Medford School District #549C